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ABSTRACT

Building upon the conviction that student learning may be enhanced when the direct worlds of experience intersect with academics, this paper offers several assignments and exercises for the college-level business and professional-speaking course which intend to encourage this intersection. The paper serves as a resource of ideas for anyone who might have the opportunity to teach this type of course. The paper begins with a brief summary and description of each of the specific assignments: mock interviews, interview gathering, managerial theory self-assessment and paper, conflict simulation and conflict paper, business presentation, group project, and a parliamentary procedure simulation. The remainder of the paper presents handouts, assignment sheets, and critique sheets associated with the assignments and exercises. (RS)

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ED 380 822

Working to and from Personal Experience in Business and Professional Speaking

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Paper presented at the annual meeting of the Speech Communication Association, Miami, Florida

CS 508 492

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A frequent student complaint in higher education is verbalized in the following question: How does this stuff apply to my life? The Dewian notion of experiential learning is one attempt to make the connection of academic 'stuff' to students' lives. According to bedrock claims of experiential learning theory, students bring valuable and varied experiences into the classroom. If these experiences can be woven into a student's learning, the learner becomes more 'real,' more 'owned' by the student. Building upon the conviction that student learning may be enhanced when their direct worlds of experience intersect with their academics, this paper offers several assignments and exercises which intend to encourage this intersection. Specifically, principles of experiential learning have been drawn upon to design instructional materials for use in a college-level business and professional speaking course. All of the materials included here are original and have been used in my classroom for the last two years, although not all of them have been used in any one semester.

This paper is designed to serve as a resource of ideas for anyone who might have the opportunity of teaching this type of course. It is organized as follows: First I will offer a brief summary and description of each of the assignments included within. The remaining majority of the paper is comprised of the actual handouts, assignment sheets, critique sheets discussed.

Contents of Materials

Mock Interview Assignment

This assignment gives students the opportunity to assume the role of an interviewee in a fairly realistic selection interview setting. In advance of the interview, students submit professionally produced resumes and cover letters. Students are free to interview for any career position which they judge most realistic to their current goals, training, and interests. This assignment has worked well in my classroom. Students are challenged to evaluate their own education, training, and experience. They then apply and evaluate their learned principles of impression-management and interview strategies within the context of their own lives. As the interviews are done in the front of the classroom audience, this also provides another public speaking experience. Typically this assignment has been the one I've received the most positive feedback on. Students have expressed that this provided them with practical experience and confidence that they will do well in future 'real' interviews.

Interview Gathering Assignment

Recognizing the growing need for effective networking practices, this assignment calls upon students to work through all the steps of arranging and conducting an information-finding interview with a professional within their career field. Aside from learning how to structure effective interview questions and strategy, students gain valuable contacts within the business world. I've gotten good feedback regarding this assignment too. Although students are required to explicitly tell their 'interviewees' that they are not seeking

employment, an amazingly large number of them have been offered jobs and internships. Further, students have frequently discovered aspects of their future career choices which have encouraged them to change the course of their study. Aside from these practical benefits, students were able to learn strategies involved in designing and conducting interviews, from selection of appropriate types of questions, to keeping wayward interviewees on topic.

Managerial Theory Self-Assessment and Paper

As an in-class assignment, the self-assessment asks students to verbalize their opinions on key fundamental issues regarding human motivation, leadership, and management based upon their previous experiences from childhood onward. This assignment provides a springboard for discussion of how and why people vary across the different management issues. Typically this discussion time has led to topics of cultural, ethnic, racial, and gender diversity. Students learn from this discussion that many of their convictions toward human management is related to these issues of socialization.

The managerial theory paper gives students the opportunity to apply the studied managerial theories to a hypothetical situation. A hypothetical situation is detailed within the assignment. In this, students are told that they have been appointed manager of a small industry. They are briefed regarding the breakdown of workers and their responsibilities. They are also given descriptions of how each group of workers view themselves as well as the others. Given this information, students are challenged to articulate what kind of manager they feel they should be given this particular context. They

are asked to identify and explain why their chosen managerial schools of thought, theories of management, and communication strategies & styles might be appropriate.

Conflict Simulation and Conflict Paper

After being taught various theories, styles, and orientations to conflict management, students still lack the experience of actually 'using' these theoretical understandings. In this conflict simulation, students are given the opportunity to enact and evaluate the effectiveness of appropriate conflict management behaviors. This is designed to be a fifty minute in-class simulation. To accommodate a class of about thirty students, I have divided the students into four groups. Each person in each group is given a role. There are one or two mediators, two management representatives, and two employee representatives. Remaining members are given the role of critical observers. Each student is given a handout, on which is a paragraph describing the conflict as well as specific instructions related their individual roles. My experience with this simulation has been mixed. With some classes, it has worked very well. Students 'get into' the simulated conflict and creatively play their roles which I feel remarkably mirror reality. In these successful simulations, mediators try to use the strategies used which aim for win-win results. The critical observers record a host of both positive and negative conflict communication behaviors.

With the identical assignment explanation, identical classroom and time constraints, I've had some poor experiences with this simulation. In these, students almost immediately resolve their

conflict by ignoring some of the constraints (and suggested emotional behavior) detailed on the handouts. In these groups, students chose not to 'get into' the simulation. After ten minutes the simulation was over with very little to discuss or learn from. I can't say what was the reason for this variance, although before using this again, I would try to discover what could be done to ensure greater odds of success. When it worked, it was a valuable tool; when it failed, I was left with forty minutes with nothing to discuss.

In the conflict management paper, students are cast into the role of mediator between two employees. Students are told that since they will be unable to attend the mediation (family emergency!) they must write detailed instructions to a new person in their human relations department. This is designed this way so that students not only can apply the theories and concepts, but also describe their meaning and use to someone unfamiliar with them. I feel that this assignment has been successful. In the guise of describing the strategies to their colleague, students typically have let their personalities show through as they adapt textbook theories to these particular circumstances and hypothetical employees. Having to write about them in such a way that their untrained colleague would understand challenges students to put things into their own words and 'boil down' theory to practical implications.

Business Presentation

This assignment is designed to provide students a realistic experience with public speaking within professional business environments. Each student is free to choose the topic, the audience,

and the speaking context. They are asked to imagine a realistic speaking situation for them in their future careers. As an example, I've had advertising students present advertising campaigns to a board of clients. I've also had pre-law students present case research to their colleagues in a staff briefing. I've also had a few education majors teach brief lesson plans to elementary and high school audiences. After students choose their setting, and topic, they are required to complete a 'data sheet,' on which they describe their target audience. On the day of their speech, I read these data sheets to the classroom audience so that we can know who we 'are' for the next ten minutes. This also helps me evaluate students on the dimension of audience analysis. Feedback regarding this assignment has been positive.

Group Project

Like many group projects in speech communication courses, this one is designed to teach fundamentals of group dynamics at the level of personal experience. Further, this particular assignment is designed to utilize the experiences, skills, and training of the particular students within each group. Sharing with the group what these interests and strengths are, each group selects a realistic project for them. Projects are conceived as proposals. Each group, after brainstorming, selects a proposal for a new business or service. Given his or her individual strengths, each member is responsible for one or more aspect(s) of the proposal. For example, my advertising/marketing students choose to be responsible for doing some basic market research and for designing some advertising campaigns to

be used to promote their product/service. Finance majors often choose to evaluate the sort of budget required for the proposal, and for presenting this aspect of the proposal in the final group presentation. Although this project has resulted in some typical groupwork-related complaints, the majority of my students still rate this project as worthwhile and instructive. Many have used their final professionally-produced proposals as part of their interview portfolios.

Parliamentary Procedure Simulation

After becoming frustrated with teaching this subject, I designed this simulation. The simulation gives students the opportunity to use the various motions and rules in a realistic context. Prior to the simulation, each student is given an envelope with necessary instructions and materials. Each student discovers that he/she is responsible to make several different types of motions during the course of the simulated meeting. I've only tried this simulation once, and it was very successful. The meeting lasted over an hour. The cards that people had ensured that there would be things to discuss. At several points there was confusion regarding procedure, but collectively they were able to solve the problems and continue. I think this exercise removed some of the 'fear' of parliamentary procedure, but collectively they were able to solve the problems and continue. I think this exercise removed some of the 'fear' of parliamentary procedure while bringing it closer to their familiar worlds of experience.

Mock Interview Assignment
SpCom 211 / Martinson

Rationale:

Effective interviewing can best be learned when practiced. As many contemporary business leaders/employers are suggesting that an applicant's performance within the interview is often the factor determining their 'hireability,' it is fitting that we gain some practical experience doing it before our career fate is at stake.

This assignment is designed to give students realistic participation within a selection interview.

Assignment Procedures:

1.) Write resume. Following suggestions and guidelines from class presentations, each student is to produce a current, accurate, professional quality resume.

2.) Write cover letter. Given your experience, education, interests (etc), decide what would job you most likely will be seeking following the completion of your schooling. Name the position that you would be seeking and select a real or fictitious company/organization name which might have that position. Following cover letter guidelines (see handout), confirm the interview date and time, reminding the interviewer who you are and what position you are seeking.

3.) Place your resume and cover letter in a professionally addressed envelope, and place these in my campus mailbox by your required deadline.

4.) During the interview days, four to five students (signed up for slots in advance) interview per day. On the day of your interview, and at the time of your interview, you will step outside the classroom door and wait for the interviewer (the instructor or a 'guest' interviewer) to meet you there and welcome you. After seated at the front of the classroom, the interviewer will conduct the interview with questions appropriate to your stated objectives, interests, and likely demands given your career goals. Students are to incorporate interview strategy from information discussed in class, from the textbook, and from the hand-outs.

Interview Gathering Assignment
SpCom 211 / Martinson

(This assignment borrowed from Christine Bauch)

Due date:

The purpose of the interview is to create a real interview situation in which class members can implement interviewing techniques learned in class; can probe the communication demands, job skills, and employment responsibilities related to a career position the student seeks; and to use this information for personal career growth. This is your opportunity to start building a network for your job search and to speak with someone in a career that you hope to aspire to within five years after graduation.

In order to complete the assignment successfully, you should:

1.) Determine the type of individual you wish to interview, and begin to think about whom you might approach for an interview (have several individuals in mind). He or she should not be someone you already know or have worked for (e.g. former boss, a parent or neighbor, teacher or teaching assistant, etc.)

2.) Following the pattern discussed in class lectures and in the text, determine your general and specific purposes for conducting the interview, do any necessary background research on the interviewee and his/her organization, develop an interview structure, and consider the particular questions you plan to ask.

3.) Now contact an individual from Step 1 and ask the person if he/she would be willing to be interviewed about the matters decided upon in Step 2. Be sure to indicate the time commitment required for the interview.

4.) Finalize the interview protocol, conduct the interview as scheduled and record the information as best you can without hindering the communicatin process between you and the interviewee.

5.) Before the interview, prepare a stamped envelope (addressed as noted on the form) so that your interviewee can return the Interviewee Response Form. Before beginning the interview, provide the interview with a copy of the appropriate form and the stamped/addressed envelope. Explain the form's purpose and request that it be completed and mailed directly to Mr. Jay Martinson at the interviewee's earliest convenience after the interview is completed.

6.) Within one week of the time the interview took place, compose, type, and mail an appropriate "thank you" letter to the interviewee. You should make a xeroxed copy of the letter to attach to the paper outlined in step 7.

7.) Paper assignment.

Following the interview, write a four page, doublespaced typewritten report.

The report should include but not be limited to the following:

—discussion of the interview objectives, the name and position of the interviewee, the research and specific preparation engaged in prior to the actual interview, when and where the interview was conducted, the elements and strategy of the interview (including transitions, rapport, level of interchange, setting, nonverbal factors, relational factors, etc.), specific problems which developed concerning any part of the interview and how you handled them, concluding remarks on how you would evaluate the session and what you would do to improve it.

Include in your analysis examples from the actual interview to illustrate the concepts you discuss in your paper. Also show relevance of concepts from the text and lecture in your analysis.

Attach to the report the following:

1. a typed copy of your questions and probes (with the type of question indicated in parentheses next to each query).

2. a completed version of your Interviewer Response Form.

3. a xeroxed copy of the thank you letter sent to the interviewee.

SpCom 211 / Martinson

Please respond to the following statements by indicating whether you feel they are true, (generally accurate statements) or false (generally inaccurate statements). There are no right or wrong answers to these statements; they are only judgements which vary from person to person.

1._____Given the right environment, most people will be productive, well-adjusted, and trustworthy.

2._____Most people, if they can be sure they won't get caught - would be tempted to steal, lie, or put forth less effort then otherwise required of them.

3._____The boss is requird to leave the office 2 hours before quitting time on a Friday afternoon. Would employees be tempted to leave early if they knew the boss (or other superiors) would never find out.

4.)_____ Praise, recognition, and a challenging job motivates people more than the promise of more money.

5.)_____If they know that more effort will result in more money, most workers will work harder.

6.)_____As a general rule, people will get by with as little effort as possible.

7.)_____All people have the potential to succeed; they just need a chance to prove themselves.

8.)_____Take any sports team and give the perfect coach who is competent, charismatic, & inspiring and they'll likely rise to a competitive status.

9.)_____The more 'controlled' a group of people feel, the less they will be likely to exert initiative and energy beyond the required minimum.

10.)_____Generally speaking, people perform better when they know exactly what is expected of them, and there are clear-cut rules and regulations for them to follow.

11.)_____Virtually any group of people can work together efficiently if they share a common sense of mission and clear goals & objectives.

12.)_____The laborers who prepare, handle, assemble, pack, etc. the product often have valid ideas about how the product or its production process can be improved.

13.)_____The most important motivator for people is for them to feel understood and appreciated.

14.)_____Without a doubt, happy people are productive people.

15.)_____Some people are born leaders, others are born followers.

16.)_____Working in groups usually winds up with one or two people do all the work while the rest 'loaf' and mooch off of the others' efforts.

17.)_____By combining the individual talents and knowledge of several people in the form of a group, the quality of decision-making can be much better than if done by individuals.

18.)_____Most lower-level (blue collar) workers simply want to put in their time during the day so that they can come back home in the evening. Their main objective during the day is to get their work done; they're not interested in 'brainstorming' to improve the company.

19.)_____Although businesses are made up of several different divisions and levels of workers, each level and each worker are critical for the overall success of an organization.

20.)_____Companies which adopt certain kinds of values will tend to be more successful than those who don't adopt those types of values.

21.)_____The best way to manage people is to let them manage themselves.

22.) The ideal manager could be described as: (circle one or many)

Parent	Teacher	Therapist	Ring-leader
Juggler	Coach	Servant	Ruler
Judge	Police	Friend	Colleague
Hero	Buddy	King/Queen	Leader
Catylist	Peer	Facilitator	Encourager
Listener	Scientist	Cheerleader	Dictator
Expert	Delegator	Organizer	Disciplinarian
Model	Instructor	Student	Architect

OTHERS????_____

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Managerial Theory Paper
Spring / 1992 SpCom 211 Martinson

Objective: To challenge students toward their understanding, evaluation, and application of various elements of organizational and managerial theory. Students should be able to articulate their own personal preferences for organizational communication, while being able to relate these preferences to specific theories studied in class.

Overview: In order to successfully complete this assignment, students will first have to understand and compare the given theories. Next, students will have to evaluate the theories against their own personal orientations toward management. Finally, students will have to align themselves with a particular school of thought, a particular management theory(ies), and then suggest specific systems of communication they would implement given the hypothetical scenerio.

Procedure:

1. Read and become familiar with the organizational schools of thought, management theories, and various communication systems.

2. Read the hypothetical scenerio and then in a typed, 3-5 page paper, do the following:

3. Briefly explain basic premises / assumptions that you have about people. How are they motivated? Can they be trusted? Etc. Then articulate the 'style' of management leadership you would adopt, being certain to 'ground' or 'locate' your style within the theories which support your style. For example, if you decide to adopt a style which operates from a 'classical school of organizations,' and fits the communication patterns found within McGregor's 'Theory X,' then be sure to explain this.

4. Then focus upon one (or a few) specific communicative systems which you would seek to implement [i.e. 'speakeasys,' 'hotlines,' 'opendoor policies,' 'suggestion boxes,' etc. (or invent something new)] Explain your reasons for these things. You can focus upon either downward, upward, or lateral systems. But make sure they 'fit' the organizational & management theories with which you affiliate yourself.

Evaluation: I want to know that you understand the theories well enough to discuss them, have preferences (and reasons for those preferences) for some of them, and to apply them in a hypothetical situation. The particular 'schools of thought,' 'theories,' and systems of communication you focus upon don't really matter so long as you explain them well and relate them to your personal views of people and locate/ground it within the studied theories. You must provide some rationale for each system you descibe. Other criteria include structural & grammatical features. Papers are expected to be free from these errors. A paper needs to have a clear thesis and be appropriately developed by 3-5 main points. Each paragraph needs to have a clear topic sentence and be developed with at least three supporting/developing sentences. Spelling/typing errors will greatly hurt papers.

Managerial Theory Paper
Hypothetical Scenerio - 'Construct a managerial communication style'

You've been asked to come to 'Miecwn Company' as its new company manager. It has 30 employees and it produces Miestuff. It has been in operation for nearly 20 years, and the last manager/owner just left. Regardless of how things may have been done before, you are free to make any changes desired.

Here's the breakdown of employees and their current duties:

-1 manager: This position directs and oversees all aspects of this company's operation. This position is yours and can be whatever you want it to be.

-3 middle managers: These people currently serve as crew-managers, each overseeing one of the three sections of Miestuff production. Each is also responsible for all scheduling/ordering to be done for their respective divisions. One oversees the assembly division (known as 'assembly'), one oversees the packaging/shipping division (known simply as 'packing'), and one oversees the raw materials receiving/handling division (referred to simply as 'receiving').

COMMON COMPLAINTS: laborers are lazy. Each manager also complains that the others divisions 'don't do anything right.'

-10 'receiving' laborers: These people receive and store all the raw material. They also do all of the handling of it up to where it ends up with the production people.

COMMON COMPLAINTS: Job is boring. Their fellow 'receiving' laborers don't work as hard as they do. The laborers in the other divisions have easier jobs than they do.

-10 'production' laborers: These people lack college educations. They are responsible for all aspects of producing the finished Miestuffs. Raw material comes into their division via assembly line, is assembled in different stages, and finally is sent out to the 'shipping' division via conveyor belt.

COMMON COMPLAINTS: Job is boring and hard on their backs. The line moves too quickly, and the 'receiving' people send materials at an unrealistic pace. Also too many injuries.

-10 'shipping' laborers: These people also lack college educations. They take the finished Miestuffs and take care of all aspects of inspecting, packing, and loading them onto delivery trucks. They also arrange all scheduling with truckdrivers and department stores who receive Miestuffs.

COMMON COMPLAINTS: Job is boring. 'Production' people don't work fast enough to keep up with their shipping orders and their trucking schedules. The 'shipping' people work in pairs and some pairs feel that other pairs aren't carrying their share of the work.

-3 general office workers: These people answer phones and do general secretarial & filing work for the management.

-2 research & development professionals: These people test and experiment with Miestuffs, designing new and better ways of constructing them.

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Critique sheet for Managerial Theory paper / Martinson

Name_____ Grade_____

Criterion	poor	b. aver	average	a.aver	excellent
1 Clearly stated thesis					
2. Organization (3-5 main pnts paragraph dev. topic sent.s)					
3. Spelling / Grammar					
4. Clearly locates self within school of thought & manag. theory					
5. Offers clear rationale for this location					
6. Provides clear rationale for selected communication systems					
7. Selected communication systems clearly match selected school of thought & theories of management					
8. Convincing rationale given for how these systems fit the given scenario					
9. Clear explanation of comm. systems to be implemented					
10. Potential benefits of selected comm. systems clearly specified					

Conflict Simulation Exercise
SpCom / Martinson

Rationale:

This in-class exercise is designed to give students an opportunity to practice their conflict-mediation skills learned from the text, lecture, and other instructional materials. This is designed so that each student in the classroom has a different role within the simulation. Some will represent the management, some will represent the employees, some will be mediators, while others will be critical observers who will take notes and report to the class as a whole at completion of the exercise.

Procedure:

1.) Each student will receive in information sheet. Each information sheet will include a paragraph-long explanation of a conflict titled, 'Daycare Cleanup.' This description details a current account of irritation between the management and employees of a local daycare facility. As the conflict has escalated to hostility, the daycare has called in an unbiased SpCom student to serve as mediator.

2.) In addition to the identical description of the conflict, students assigned to one of the four roles will receive instructions specific to their roles. For example, students playing the parts of managers will receive information detailing 'their side of the story,' reminding them of what bothers them about the employees' behavior. This information also tells the role-players what they want out of the conflict, which is different, naturally, to what the employees want.

3.) In the context of an in-class exercise, students will receive their instructions, and be given a brief amount of time to ask questions regarding the simulation.

4.) Depending upon the size of the class, there may be one or several groups enacting this simulation. Near the end of the class period, the simulation will be stopped, and observers will be called upon to report what they saw. They will discuss positive and negative conflict managment behaviors and will describe the strategies implemented by the mediators as well as an assessment of their effectiveness.

5.) In the final moments of class, students shall offer oral evaluation regarding the worth of the simulation and offer comments regarding how it might have been improved.

Conflict simulation / SpCom 211 - Martinson

Daycare Cleanup.

There is presently a conflict happening at We-B-Kids Daycare Center. Here are the facts: There are two managers and four teachers who each have four-year elementary education degrees. Things run pretty well except for a few irritations. As per a recent state law, all daycare toys must be appropriately cleaned one a week. The teachers are the only ones who can do this job, as they must be sorted and arranged appropriately. Management has had them coming in on Saturday for two hours to do this task. They get paid time and a half, but they all resent having to spend time at work outside their 40 hour week. This resentment has been showing up in several areas. A few of them have come to weekly staff meetings late. Some of them have failed to fill out weekly reports adequately. Once when a father came to pick up his child, he told a manager that he was withdrawing his child from the center, as he felt that a staff that couldn't get along shouldn't be taking care of his children. Last week, an 'anonymous' note appeared under the mangers' door, stating that 'we will respect you when you respect us.' Management has called a meeting with the four staff members in order to settle this growing conflict. An unbiased SpCom 211 student(s) has volunteered to serve as a mediator.

Management:

This seems so childish to you. It is asking so little of the teachers to show up for two hours on a weekend to do the required cleaning. You'd do it yourself if you could, but they get even more upset when things are put back incorrectly or inadequately cleaned. They have to clean the toys, and they are the only ones who can do it correctly, so you can't see why they are complaining about it. Besides, it is costing you quite a lot since you are paying them time and a half, which is quite high considering they receive salaries of professional teachers. You are also furious that one (or more) of your 'professionals' would actually be as immature as to complain to one of the parents about this situation. They are hurting the reputation of your business and cannot tolerated. You are determined to find out who complained to the parent, and you will not let that incident go without a reprimanding the one who did it. Quite frankly, at this point, you feel that if this job is so bad, you just wish they would seek employment elsewhere. You have a stack of applications on your desk and could replace these teachers with little trouble. Your goals in meeting are many. You want this issue resolved. You want the person who complained to the father to identify him/herself, you want to address the issue of tardiness to staff meetings and poorly done reports, and you want to know who sent the immature note under your door. You want to know why they can't simply come to you one-on-one without resorting to 'notes' and complaining to parents. You've been very patient for a long time, but you have really had about enough of this.

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Teachers.

You are professionals. Despite the image of working with preschool children as being 'less than a real teacher,' you enjoy your profession and realize what a true challenge it is to work with such young children. It is mentally and physically exhausting work. At the end of the day and especially at the end of the week, you don't want anything to do with the center. Two hours isn't that much time, but its the principle involved. You've got your own families and you don't want to go back to work for as little as fifteen minutes. Yes, the managers have offered to help clean the toys before, but you don't want that. The people who clean and sort the toys have to be the ones who use them on a daily basis - you the teachers. You've tried to informally discuss this issue with the management before, but they insist that coming in on the weekend or some weeknight is the only option. They don't seem interested in you as human beings or as professionals. Therefore, you've decided that you won't act like professionals. You purposely take you time getting to meetings and give your reports half-effort. You also are aware of how precious the company image is to the managers, so one of you did share the problem with a father. You knew it would get back to the management and figured it would 'inspire' them to finally do something. You didn't intend or want the father to withdraw his child. Although one of you did talk to the father, and one of you did write the note, you wouldn't think of 'telling-on' the two individuals who did these things. You know full well the flack that they would receive. Overall, you like your job, you don't want to leave the place, you just want it to be better. You want to be treated like professionals, put in a full week, and then not play 'janitors' on your well-earned weekends. The overtime money isn't that important to you, and you're sick of hearing how much it costs the company to pay you to come, and that you should welcome the extra money.

Mediators.

You just happened to be in the right place at the right time and volunteered to serve as the mediator in this meeting. You know only what is written above, but most of all, you know your conflict-mediation material. Within the meeting, you are responsible for starting it, directing it, and pushing for a decision within 25 minutes. How it is done is up to you. . .

Observers:

Your role in this simulation is to observe the meeting and look for how well the conflict is managed. Try to take notes so that at the end of the simulation, you can share with the class some of the more interesting things you observed. What positive communication behaviors did you observe? What destructive communication behaviors did you observe? How would you characterize the 'styles' of conflict management observed? Did certain people tend to exhibit certain types of communication? How successful do you think they were at resolving the conflict? How successful was the mediator at facilitating a solution?

- Conflict Assignment / SpCom 211 - Martinson -

Objective: To give students the opportunity to apply their acquired understanding of communication factors involved in the management of conflict.

Overview: Students will read the following hypothetical situation involving two co-workers who are in the midst of a conflict. Assuming the role of a mediator, students will then read both 'sides of the story,' and will then outline a plan for mediation in the format of a 4-5 page paper.

Procedure: You have been asked to serve in the role of a mediator within a conflict occurring within your company. You are the director of human resources. You are someone both of these people respect. You have given several team-workshops & training seminars in which these co-workers have attended, allowing you to get to know each of them enough to make conversation and exchange pleasantries. They are both glad that you are the one chosen to mediate.

1.) The first step is for you to read the written report filed by their supervisor reporting the conflict between Terry and Pat. You can assume this report to be factual and true, although written from the perspective of a 3rd party observer. This report will give you a context against which to compare the individuals' accounts.

2.) The second step for you is to interview the two parties. Assume that these interviews have taken place, have been recorded, and have been transcribed. They are written out basically word for word as they had been spoken. So 'review' the transcripts and try to figure out in your mind as much as you can about the nature of this conflict. Ask yourself questions like, "What is the source(s) of this conflict? What destructive behaviors are likely to occur within the upcoming confrontation of which you should be aware? How can you best structure the confrontation to facilitate conflict management? What methods of conflict management might be best? Etc. Etc."

3.) After you've read the manager's report and the two interviews, you have asked yourself several questions which have led you to several conclusions about how to structure the confrontation. As you are an 'expert' in conflict mediation strategy, you feel 'ready' to start the process of planning the confrontation.

4.) Oops. Your Uncle Hestor McHenry just passed away over in the Australian Outback. You have been called to leave immediately for Australia and help Auntie Jane settle Hestor's estate and keep the crocodile farm in operation until your cousin Skeezer arrives to take over. Skeezer is afraid to fly, but the good news is that he's not afraid of the train. The bad news is that he lives in Scotland. You could be 'crock'n' in the bloody downunder for a while Mate. In short, you can't serve in the capacity of mediator between Terry and Pat.

5.) In lieu of your departure, you immediately assign the mediation task to your assistant. This is good because your assistant is also very well liked and well respected by both Terry

and Pat. However, it is bad because your assistant - Sam - has never done mediation before. But Sam is sharp. And Sam is your only choice. You must get on the plane tomorrow, so have no time to contact either Terry or Pat to begin the planning. Instead, you need to spend your time writing instructions to Sam regarding how to plan and conduct this mediated confrontation.

6.) Given that company policy doesn't allow memos of more than 4-6 pages, you must give direct, simple yet thorough instructions to Sam. You must guide Sam from the beginning to the end of the process. You can leave Sam a copy of the handout from your former 211 class regarding positive and destructive conflict communication behaviors. Knowing that Sam will have that, you don't need to review all of those things. You can also assume that Sam will be able to read the manager's report and the two interview transcripts. Even though Sam will read them, Sam will not necessarily know what to look for. Sam needs your help.

Within the paper, however, you must do the following:

A)-Discuss initial arrangements (contacting and preparing the two parties and arranging a time and place for the confrontation).

B)-Discuss an overall 'orientation' or 'style' of conflict management which might be appropriate given this situation.

B)-Discuss the steps (structure) Sam must follow within the confrontation meeting, in order to start it correctly and keep it progressing in a healthful, productive way.

C)-Discuss likely pitfalls Sam should be watching for carefully, and steps Sam can take to avoid them. Be specific. Given what you know about this conflict and the parties involved, what is likely to happen that could be destructive?

D)-To help Sam 'get a feel' for what might happen, be sure to give a couple examples of things that might happen (given what you know about these two people) and if they do happen, what Sam should say and/or do about it. You don't have time to give detailed examples of <u>everything</u> that might possibly happen, but tell Sam about as many as possible, and give detailed examples for at least two or three.

E)-Supporting the company theme of 'writing excellence,' you must be sure the paper is well organized and developed, with perfect spelling and grammar.

<u>EVALUATION CRITERIA:</u> I've given you several specifics regarding a realistic conflict. I want to know that you've analyzed it well enough to construct a reasonable conflict-management plan which reflects knowledge of the process (as outlined in text) and specifics of this conflict. You have to know about 'conflict management' enough to explain it to someone else (Sam) in fairly simple terms. Its not enough to 'outline' the generic 'steps' in conflict mediation. Rather, you must relate such steps to this particular case, so that Sam knows why they must be followed, and so that Sam is alerted to the kinds of destructive behaviors that may arise, and is alerted to specific positive behaviors that should be encouraged by Sam. Papers must be free from careless mechanical errors.

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The report filed by the manager:

I am hereby requesting a mediation hearing for two draftspersons within my division. Their names are Terry and Pat. In my drafting division, I have nine draftspeople. Five have drafting boards along one wall, and the other four along the opposite wall. Their stations are separated by five-foot partitions. Terry's station is two desks away from Pat's. They've got to be that close as Terry works on the AutoCad machine located at that station, and Pat needs the permanent model-building table located within his corner station. The problem between these two has been going on a long time. I think it began with the radio problem. Pat likes to listen to the radio all day long. Terry doesn't object to the radio, but can't stand Pat's choice in music. Terry refers to it as 'head-banging Bruce Springsteen crap.'

Pat has been with the firm for 8 years, and Terry has been with us for 4 years. Pat's job is twofold. Pat does all the model-building for the firm, and also is job-coordinator for the drafting department. I am the manager, but Pat is in charge of distributing drafting work as it comes in. Overall, the drafting in our division gets done in a very timely fashion so I've never questioned Pat's ability.

Pat get's a bit upset when things get busy and then others come to him needing small model mock-ups for their work. Pat is a very vocal character. Pat is a child of the sixties, loving rock music, radical & liberal views toward everything imaginable. Pat is very direct, actually quite blunt. Pat has a way of coming off abrasive, but most people just get used to this 'style' and can work with it. Pat is very competent and capable. I don't want Pat moved from the office, but right now I'm considering it.

Pat and Terry don't get along. I guess they never did. They are complete opposites. Terry is highly conservative and finds most of Pat's ways highly offensive. Terry tends to be a 'quiet type,' but lately I've found Terry can make a lot of noise. Suddenly out of the blue, Terry marches into my office and throws down a folded piece of paper and then stormed off as it was quitting time. I read it and to my amazement I found that Terry has apparently been contemplating quitting our firm for over a year. Terry went on to list a huge list of complaints about Pat, most of them dealing with how 'inconsiderate' and 'obnoxious' Pat is to 'all of the draftspeople.' Terry also mentioned the radio thing, and something about receiving an unfair amount of work from Pat, more than the others receive. Terry does all the computer-aided drafting, so in a way Pat depends on Terry to get things cranked out in a hurry, as many clients these days request that we do their work on computer instead of pencil. And all of the major models Pat does come from computer-graphic plans, and Terry does a good job getting these just right, so that the models appear perfect when constructed. Pat has mentioned to me at times that Terry purposely slows down the computer work when Terry is upset with Pat. This in turn means that Pat has to wait, something Pat hates to do.

I basically ignored Terry's letter, assuming Terry was just upset and would get over it. But then yesterday the entire office stopped working to listen to Terry and Pat engage in a shouting match. That was when I decided to fill out this report. I cannot tolerate this type of behavior in my division and although I am responsible for quality control of our drafting and managing this office, I am not responsible for settling personnel conflicts.

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- Pat's story -

Pat: Uh, hello, one-two-three. . .is this thing on? Uh? Oh, okay. Hey how about this, Come on and be myyy litttle. . .good luck charmmm. . uhh ooh uhh. . . Sorry. Just joking. Really now, you want to hear about my good friend Terry. Hey, Terry is a good worker. I like Terry. I have no personal trouble with Terry. Just hate the jerk's guts! Kidding! Seriously, no problem by me. When there's a problem, I solve it. Or should I say, 'we' solve it ourselves.

((Interviewer begins to read part of the filed report to Pat))

Pat: Yeah, yeah enough already. Chronic complainer my buddy Terry. Terry is one of those people who assumes the role of everyone elses' judge. Stick in the mud too. Always acts like nothing we say is funny, but knows full well it is. Just doesn't want to 'appear' on our 'lowly' level, we human beings who are unfit to match Terry's image of perfection, which means being just like Terry. I didn't know the radio was that big of deal. Oh, I guess one time, just <u>one</u> time out of the blue Terry made some 'under the breath' comment while walking by one day, about it being hard to be professionals with 'that' kind of music playing. Never stopped or anything, just went right on by. 'Hey, up yours buddy,' I thought.

You know, I don't care if Terry doesn't like my music. I don't care if Terry doesn't like me. Not a bit. Terry is insecure, I'll tell you that right now. Terry does these little things just to 'get me' too. Like reigning from the 'computer throne.' I'm needing some prints to start a model, and Computer Wizard Terry isn't 'quite' finished with them, or better yet, 'hasn't quite gotten around to them yet.' Terry does that as a silent protest 'just to show me.' Shows me one thing. . . Terry's an idiot. You know what Terry's problem is? Terry is jealous of my position. Also, my education. Terry's got some two-year degree from the Technical school and I've got a 'four-year' from Marquette University, architectural program.

About the other day? Hey, I didn't start the little 'spat,' but I sure as heck won't let that weasel stand there and unleash some of his 'holier than though' bull about the radio. All my draftspeople standing there looking at me, like, 'what are gonna do Pat?' I couldn't just sit there and take it and lose the respect of all those people. So, yes, I gave it back to Terry, and then some. Look, I know full well that they want to transfer me to southside division, and hey, that's fine. No, its not my fault, and I'm not sorry about the 'little scene,' I made by yelling at that jerk. I'm not going to apologize if that's what this is all about. I've done good work here and could do good work anywhere. I don't need to stay in this division for the rest of my life. I don't really care.

I'll tell you what. The manager doesn't want any more 'yelling,' fine, there will be no more yelling - at least from me. I won't say a word. He can spout off at will, but I won't say another word to him. I don't need him right? I've got plenty of friends without having to talk to that jerk. I can be quite civil and professional-like in the office, I can give Terry work and Terry can still do my plans, but I don't have to talk to or like the person. I've told him where I stand, that's enough from me. I don't 'leave notes under peoples' doors like some of us around here,' and I don't bother to repeat myself after I've told someone where I stand. Words to live by, heh?

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- Terry's story -

Pat? Pat is the classic bully. Pat lives by this caveperson mentality that the strongest person is the right person. You don't happen to agree with Pat's preferences and whacked-out ideas, then you get bullied. I've put up with Pat for four years now. Four years. I've been real patient too. I went three years without saying a word about how much I was bothered by some of Pat's stupid antics. It got so that I couldn't walk by Pat in the hallway or by Pat's desk without starting to just burn inside. I know this sounds terrible, but I wouldn't mind if Pat got hit by a truck. Well, no, not really, but I can say this, I do not like Pat.

Pat is anti-establishment, anti-everything, except 'rock-n-roll' and other wierd ideas. What Pat doesn't know is that there are eight other people in this office. I simply cannot work effectively with that music on. When I was a kid, I couldn't study with music on, but certainly not the garbage being played on Pat's radio.

Have I ever told him that? Oh yes, all the time. Once I was walking by and stopped and tried to explain how the music bothered me and several of the other people in the office, and if Pat would please consider either turning it way down, using headphones, or turning it completely off. Real nice about it. Pat just sat there, didn't say a word, just gave me one of those classical 'Pat' looks, like some kind of ape from the zoo. Pat isn't exactly the 'interpersonal expert.' Its like this. I've tried to confront Pat about our problem, but it takes two to settle conflict right?

And even though we all hate his music and odd ways, I'm the one who gets Pat's wrath, because I am the one who confronted Pat that time, and I'm the one Pat simply doesn't like. So while distributing work to all of us, I just happen to get more work dumped on my desk than anyone else. Like, 'Merry Christmas Terry!' I really don't understand that either. There's only CAD machine in the office, and I'm the only one who knows how to use it. So I end up working very hard all day long, and I work very hard to get Pat's plans done just as soon as possible, thinking that Pat will return the effort. But no such luck. I get rewarded by another stack of assignments.

So I had to complain to the manager as I knew it would be counterproductive to continue talking to Pat. The time last week that I did approach Pat again about the issue, right there in public cause I've got nothing to hide, old Pat just starts hollering. Everyone could see it plain as day. Just ask anyone. Pat looked so incredibly stupid. No, I don't think I'll try to talk to Pat anymore. I'm through. I've said my peace. The way I look at it, I don't need Pat. I'll continue to do my job as well as possible, and if my productivity is hindered because of that lovely music and because of the extra work dumped on my desk, well then that is just fine with me. Don't blame me, blame Pat. They won't transfer me, cause I'm the only one who can run that machine efficiently. Pat will get the boot eventually, not me.

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Critique sheet for Conflict-management paper / Martinson

Name_____ Grade_____

Criterion	poor	b. aver	average	a.aver	excellent
1. Clearly conveys knowledge of factors involved in making initial arrangements including contact of parties, time, and place.					
2. Offers an overall orientation or 'style' and offes a sound rationale for why this might be appropriate given the situation.					
3. *Clearly* outlines the critical steps of the conflict confrontation from beginnng to end					
4. Identifies likely pitfalls Sam should be watching for, referring to specific aspects of both Terry and Pat.					
5. Offers specific and appropriate advice regarding how the pitfalls can be avoided					
6. Offers at least 2 hypothetical examples of things that might happen, as well as corresponding advice for dealing with them					
7. Paper is well-organized and free from all spelling/grammatical errors. Paragraphs have topic sentences and are well-developed					
8. Overall clearly reflects understanding of conflict mediation process & personalizes it to this scenario					

Business Presentation Speech
Sp Com 211 / Martinson

Purpose: To give students the opportunity to practice the skills and behavior associated with effective business presentations. To give students the chance to practice and build confidence toward speaking in a situation realistic to their individual career objectives.

General Description: A brief informative speech conceptualized as a business presentation, in which student's professional presentation skills are evaluated.

Procedure:

PICKING A TOPIC:

1. **Brainstorm!** Think about the career you will likely have after graduation. Within that career, brainstorm on all the possible situations in which you might have to deliver a presentation. It could be a presentation for your colleagues (and/or co-workers), other professionals in your field, the management or subordinates within your company, potential or current clients, or the general public.

2. **Select.** After generating a list of a few realistic situations in which you would likely have to deliver a formal presentation, select one that matches the following criteria: -*should be* a situation in which you would likely have to prepare for, take seriously, be professional. -*should be* something with which you are quite familiar, so that you can concentrate on the delivery. -*should be* something which you can address thoroughly in 5 to 6 minutes. (One way to look at this would be that your presentation is simply a small segment of a much larger presentation that you would be otherwise be giving.) -*should be* a situation in which it would be the most beneficial for you to gain practice.

ORGANIZING THE PRESENTATION:

1. **Establishing a purpose.** Your purpose for this particular speech should be to *inform*. This isn't a persuasive speech per se. Granted, there are elements of persuasion in any speech (i.e. Wanting to persuade listeners to believe the 'information' you are presenting), but that isn't the main goal of the presentation.

2. **Establish a specific purpose.** Decide specifically what your goal of this presentation is (See the text, pages 243-245). This will take some thought, as this is where you decide *specifically* what you will be presenting.

3. **Develop a thesis.** I believe all professional presentations should be planned, purposeful, and should have a main (or key) purpose or idea. This is the 'thesis.' Decide what yours will be (pages 245-246).

4. **Choose and analyze the audience.** (See pages 247-254) Choose who your audience will be and where this speech would likely be delivered (i.e. Board room, conference center, etc.). Then analyze the audience and identify (as best as you can) the probable challenges you will face given that particular audience. For example, do they all know the company jargon, do they all have advanced degrees, do they already know you and the company well, will they be anxious or apprehensive to hear what you have to say, etc. etc.

Analyze the situation. Decide on the time you would likely deliver this presentation. Is it in the evening, during office hours, on a weekend seminar, etc. What about the room in which you are presenting. Is it a small room in your company building, a large seminar room, a large assembly hall, etc. How will these factors affect your presentation.

5. **Construct an outline.** a.) Divide your thesis up into 2 to 4 main sections which each support / develop that thesis. These should reflect a sound organizational pattern (see pages 265-271).

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These will be represented on your outline with Roman Numerals. b.) Then divide these main sections up into smaller points which support / develop the main divisions. These will be represented on your outline with small letters, a. b. c. etc. Each main division should at least have two lettered points, but no more than five.

Your outline doesn't have to be in 'full-sentences'. It can be done in phrases as long as they are descriptive of your information. Hence, 'one-word' descriptions will not be sufficient.

6. **Prepare an effective introduction and conclusion.** (See pages 271-279). These can make or break you. Trust me they can. . . SO PLEASE take time to develop an attention-getting, introduction which does the following: greets the audience (if appropriate), introduces the subject/ or reason for the presentation, briefly gives any necessary background info., and briefly lets the audience the direction the presentation will follow.

Conclusions should briefly review the main points, and provide a strong sense of closure, ending with a strong last sentence and a 'thank-you' to the audience.

Introductions need to be less than a minute long (around 30 seconds or less) and conclusions the same or less.

REHEARSE THE PRESENTATION:

1. **Work on wording, but don't memorize.** This speech should be delivered 'extemporaneously,' (see page 318). Neatly write up some notes for yourself (on cards or on full-sized paper) of main points, and perhaps exact wording of important transitions. Practice delivering speech several times to develop smooth wording and smooth transitions. Granted, each delivery will be slightly different since it is neither memorized nor read, but you should become very familiar with how you wish to word important or difficult thoughts.

Work on this until you can deliver the presentation with only minimal reference to your 'bare-bones' list of notes. Work on it until you are confident that at any point you could pick up your notes and deliver the presentation smoothly. Practice in front on others. Visualize the day of your presentation. Visualize the classroom and how you will be confidently presenting this information and impressing me. Practice looking around as if making eye-contact with all our eager, smiling faces which are interested in your phenomenal, memorable presentation. Visualize that you are impressing yourself as well. Visualize the applause, and the sense of relief you will receive when you confidently thank the audience and walk back to your seat with pride and confidence.

2. **Work your visual aids into your rehearsal.** Any visual aid to be used in your speech should be used in your practice as well so you become familiar with them, how to reference to them, and become familiar with potential problems with them etc. Practice not staring at them while you talk.

Similarly, practice using your notes. If you are using full-sheets of paper, obtain a clip-board and practice using them with it.

3. **Work on your gestures as well.** While you practice, try to incorporate your vocal and bodily gestures as well. Which things can be emphasized with more vocal inflection or intensity? Where might a pause be effective? Where could hand gestures help convey ideas? Is your face stone-like or is it conveying emotion, (humor, seriousness, questioning, intensity etc.)?

What about motion? Do you think it would help convey a transition if you took a few steps in between main divisions of your presentation?

DETAILS, DETAILS, DETAILS. . .

Time: 5 - 6 minutes.
Dress: Professional, of course.
Things to turn in on day of presentation:

1. Professional, flawless outline.
2. Completed Data sheet (can be neatly hand-written).

"What if I skip my presentation?" : I will hate your guts for the rest of my life. Yes, I can hold a grudge that long. Try me.

Data Sheet for Business Presentation

Name_____ Date of delivery_____

Within your delivery:

1.)Who are you? (title, company affiliation)_____

2.) What is your specific purpose?_____

3.) What promted the need for this presentation? (indicate also if this was a regular board meeting, special meeting, conference, etc.)_____

4.) Who is your audience? (Be specific, include their relation to you, their average educational level, their knowledge of your topic, etc.)_____

5.) How large is your audience?_____

6.) Where is this being delivered?_____

7.) Briefly describe the room (size, etc.)_____

8.) What day of the week and what time of day?_____

9.) What is your thesis?_____

10.) Briefly describe some of the challenges you will surely face delivering this information to this group of people in this setting._____

Business Presentation Evaluation Form / Martinson

Name_____ Delivery Date_____
Subject_____ Speech Time_____

Outline: Professional quality, adequately developed in correct format including Roman numerals for main points (not counting intro & conclusion) and letters for developing subpoints).

poor-----needs improvement----okay c.b.b.-----good---excellent

---

Introduction: -Smoothly delivered witout notes, effectively gained audience attention, gives clear sense of direction, clearly introduces main points and offers a clear thesis.

poor-----needs improvement----okay c.b.b.------good----excellent

---

Body: Body is composed of 3-5 main points which are logically related and ordered. Although related, each is distinct.
Each body clearly supports the thesis and appears in the same order as introduced in introduction.

poor-----needs improvement----okay c.b.b.------good----excellent

---

Transistions: Each main point is clearly separated by transitions which move the hearer smoothly into each new division

poor-----needs improvement----okay c.b.b.------good----excellent

---

Internal summaries: As some point during the speech, a smooth internal summary is given (often in conjunction with a transition) which helps the audience keep the whole speech in perspective.

poor-----needs improvement----okay c.b.b.------good----excellent

---

Conclusion: Clearly set apart from the body, gives brief yet effective summary of main points & thesis, provides a strong sense of closure, ends with a strong last sentence (clincher).

poor-----needs improvement----okay c.b.b.------good----excellent

---

Delivery: Avoidance of nervous habits, no dependence on notes, demonstrated poise & self confidence, good eye-contact, good hand & facial gestures, appropriate professional attire, demonstrates professional behavior, appears enthusiastic and pleasant.

poor-----needs improvement----okay c.b.b.------good----excellent

---

Subjective overall impression: For whatever reason, this speech just seemed to be far above the norm and unusually effective.

poor-----needs improvement----okay c.b.b.------good----excellent

---

TOTAL_____out of 20 points

*** GROUP PROPOSAL ***

The purpose of this assignment is to provide an opportunity for you (1) to work closely with persons randomly assigned to collaborate together--persons perhaps unfamiliar to you, (2) on a project requiring both written and oral persuasive presentation skills, (3) to test your ability to analyze the dynamics of this work group. In order to complete this assignment successfully:

1. You may be randomly assigned to work with five or six other class members as a group. You will need to get to know each other well enough to decide what professional interests you have in common, and what type of work group you might realistically be.

2. As a group you are to assume that the company you all work for (and you must be prepared to specify that company) has X dollars of venture capital that it wishes to sink into an innovative project. (Consider X dollars to be enough to cover any reasonable proposal.) There are no specfic limitations to the project, though there exists an unstated norm that the project should ultimately be beneficial to the company as a whole and not merely your group. You are further aware that having your proposal accepted means at least a letter of commendation for each group member, perhaps a bonus, and even promotions in the future.

3. Concerning the focus of the proposal, you can safely assume that, given current economic circumstances, the company will look favorably only on those projects which are feasible, have a high benefit/cost ratio, and enhance the image of the company. A few projects which have been purported to interest company officers include new manufacturing processes, development of a new product line, creation of a corporate investment plan, new sales strategies, and new ad campaigns for existing products and services.

4. Your written proposal ([redacted]) should be:
   a) a thoroughly researched, detailed description of the innovative project you propose;
   b) presented within the character of your roles as a group in the company;
   c) approximately three single-spaced pages typed in memorandum form;
   d) include every group member's name and position in the company on it;
   e) distributed to all class members during the session *before* your oral presentation.

5. Your oral presentation ([redacted]) of the proposal:
   a) should be delivered to the class as if the class were officers of the company;
   b) each member of the group should have some role in the oral presentation;
   c) should be 20-25 minutes in length, including 5 minutes allowed for answers to questions from the officers;
   d) should be delivered in a thoroughly professional manner (hence dress, grooming, etc. are important to your success).

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Explanation of my evaluation system for group projects:

1.) Firstly, I will have an evaluation sheet (see below) for each individual presentation within each group. Evaluation on these sheets will be based upon both the individual oral deliveries and from your group's evaluation of you.

2.) Further, I will write up an evaluation for your group as a whole (see below) based mainly upon the oral presentation and somewhat upon my reading of your individual papers.

Individual evaluation sheet will include these items:

-Oriented us well to his/her segment of presentation.
-Had a clear, distinct segment of information.
-Presentation was organized logically, effectively
-Was easy to follow / understand information
-Incorporated visual and/or verbal support to explain difficult concepts
-Used effective transitions to both 1.) show how his/her part fits in with the presentation as a whole, and 2.) move internally between main points.
-Was clearly prepared and knowledgeable about topic
-Avoided distracting behavior
-Incorporated effective non-verbals (gestures, vocal infl, eye-contact)
-Displayed charisma (appeared enthusiastic, aggressive, was obviously addressing an audience of people, rather than delivering a 'canned' speech to in an empty room. . .)
-Displayed professionalism (dress, behavior, etc.)

Group evaluation sheet will include these items:

-Respected time limit
-Provided clear orientation/introduction to the group presentation
-Chose logical, effective ordering of different segments of the presentation.
-Information presented was factual, and well-chosen to help the targeted audience.
-Presentation was clearly prepared, ran smoothly without confusion.
**-Presentation 'came off' as a coherent, well-designed whole, rather than simply a series of individual presentations tangentially related.
-Any visual aids were professionally done and utilized.
-Presentations reflected creativity, and kept audience attention.
-Provided clear sense of summary and closure.
-Group as a whole presented a professional, credible, sharp image.

NOTES:

*This is different from bus. presentations, in that each person does not have to provide an intro complete with thesis and division. The group presentation as whole, however, does need to provide this clear sense of direction for the audience. Individual presentations need to orient us to their individual segments, but not necessarily in the form of a full-blown introduction. Introduction for your speech, for example, may have been briefly given by your partner before you.

*Individual presentations don't necessarily have to all be of identical time length, but should there shouldn't be vast differences. Fairly equal input is expected. But be sure the total does not exceed 20 minutes.

Group Evaluation
TO BE FILLED OUT INDIVIDUALLY BY EACH MEMBER

DUE: The class period following your presentation.

PAGE LENGTH: Flexible, but likely will fall between 3 - 5 pages. Be sure to address all aspects requested below.

FORMAT: Flexible. Most straightforward way would be to list each criteria (each thing below I'm asking for), and then comment on each. Or can simply write in the form of a standard essay in which each item is addressed. Must be typed regardless of format style. Can be single or double-spaced.

The purpose of this evaluation is to give me a fair understanding of the following two things: 1.) Your role and input to the group as perceived by you and your fellow group members, and 2.) your ability to assess various dynamics of group dynamics.

1.) Your role as perceived by you: For this section of the paper, I want you to describe your role and input. What was your input regarding topic your group chose, your task & maintenance communication in general (and give specific examples), your participation in planning and attending meetings, and in producing the final written document and planning the final oral presentation. Give yourself a grade.

Next, briefly evaluate the other group members along the same criteria listed above. You don't have to provide as much detail for them as you did for yourself regarding specific examples of task & maintenance communication unless its important to your evaluation of them. Give them each a grade.

2.) Your ability to assess various group dynamics. I will be able to evaluate this ability largely through your analyses above. But in addition to the above information, I want you to include a section in which you evaluate the functioning of your group in terms of any three of the following elements of group dynamics: decision-making styles, pressure for conformity, leadership, power, cohesion, reflective-thinking process.

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Parliamentary Procedure Simulation
SpCom 211 / Martinson

Rationale:

After learning the theory behind parliamentary procedure and the various types and categories of motions, this exercise is designed to provide an application. In this simulation, students will have the opportunity to participate in a meeting structured with parliamentary procedure.

Simulation Procedures:

Each student will receive an envelope containing the following: 1.) An agenda 2.) Minutes from the 'last' meeting 3.) At least four 'participation' cards.

The agenda explains the order of topics to be discussed in the upcoming meeting. The minutes from the last meeting provide students with information regarding recent fictitious topics discussed, and motions made, carried, and tabled. Each participation card gives the student instructions to a particular type of motion to make at some appropriate point during the course in the meeting (i.e. "Make a motion to end discussion and vote"). Other participation cards include instructions to offer pro or con arguments regarding the issue currently being discussed. Each student will have a different variety of cards although more than one student may have some types of motions or discussion instructions.

After receiving the envelope, students are to review all materials so that they are prepared for the upcoming meeting.

On the day of the simulation, students will assemble in the specified meeting room. The appointed chairperson will call the meeting to order and proceed until all business is completed (fictitious tasks are discussed and resolved) and the meeting is adjourned. During the meeting, it should be the goal of each student to not only seek the opportunity to satisfy his/her own cards, but also to participate in other appropriate ways i.e. engage discussion, make other appropriate motions, etc. This meeting, although a simulation, is to be taken seriously and treated as a professional business meeting.

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Agenda

Date:
Participants: SpCom 211 students
Meeting place:

1. Call to order

2. Pledge

3. Roll call

4. Reading of the minutes

5. Reports:
   -Treasurer
   -'Hessel Park availability committee'

6. Unfinished business

7. New business.
   -Planning the SpCom 211 party

8. Program.
   -Group singing of 'Brady Bunch' theme song

9. Micellaneous announcements

10. Adjournment

(Minutes from previous meeting)

Chairperson McManus called the meeting to order at 1:00 p.m. and Tim led the group with the saying of the Pledge of Allegiance.

Roll was taken and all sixteen members were present.

Minutes were read and Dedrion made a motion that they be accepted as read. Motion carried.

Ty gave the treasures report, stating that the group currently has $400. Chairperson McManus made a motion that the report be accepted as read. Motion carried.

The committee looking into the surprise gift for Mr. Martinson read their report. Representing the committee, Sarah made the motion that Martinson be given a bronz plaque with the following words engraved: Simply the best. Anastasia made the motion that that report be accepted and that the recommendation also be accepted. Mike seconded. Motions passed unanimously.

No unfinished business was brought to the meeting.

Chairperson McManus asked for new business. Jennifer made the motion to have the four extra credit points for perfect attendance dropped to only two points. Following discussion, Jayne made the motion that this be tabled. Jason seconded.

Vicky asked if a study session could be arranged for the 3rd exam. Following discussion, Karla made the motion that this meeting be arranged for the night before the the test at her apartment. Jesse seconded. Motion carried. Michelle made the motion that Karla provide pizza and soft drinks. Martin made a motion to ammend Karla's motion to read 'soft drinks or otherwise.' Motion to amend carried unanimously. Amended motion carried.

Dave made a motion to adjourn. Tim seconded. Meeting adjourned.